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ABSTRACT

This book addresses the question of becoming a teacher from the perspective of the teacher's self and identity concerns. A common theme among all of the papers in the book is the importance of balancing the personal development of teachers with their professional development. There are eight papers in four parts. Part 1, "Selecting Teaching as a Career," includes (1) "Deciding to Teach" (Linda F. Tusin) and (2) "Deciding to Teach: Implications of a Self-Development Perspective" (Stanley J. Zehm). Part 2, "Becoming a Teacher: Preservice Education," includes (3) "Becoming a Teacher: The Person in the Process" (S. Vianne McLean) and (4) "Dimensions of Self that Influence Effective Teaching" (Gary D. Borich). Part 3, "The First Years of Teaching," includes (5) "Teacher Self-Appraisal and Appraisal of Self" (Les Tickle) and (6) "Identity and Induction: Establishing the Self in the First Years of Teaching" (Paul G. Schempp, Andrew C. Sparkes, and Thomas J. Templin). Part 4, "Reexamining and Affirming: The Master Teachers," includes (7) "Caring: The Way of the Master Teacher" (Karen J. Agne) and (8) "Effective Teachers: What They Do, How They Do It, and the Importance of Self-Knowledge" (Don Hamachek). An epilogue offers "How Can the Balance Between the Personal and the Professional be Achieved?" (Richard P. Lipka and Thomas M. Brinthaupt). (SM)

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